

Assessment in Education: principles, policy & practice

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Assessment in Education: principles, policy and practice is an international journal. Authors should bear this in mind when setting the context of their paper and offering interpretations of data. The national and/or sub-national context of the work should be made clear and should include a description of the policy and practice in assessment where appropriate. Papers which compare assessment policy and practice between one setting and another will be particularly welcome. Detailed case studies within a single country are also welcome provided that these are contextualised clearly. Papers should attempt to locate their topic within the growing international body of literature on assessment policy and practice.

In addition to the editorial which highlights key themes in each issue, submitted papers normally constitute the major element of the journal together with specially-commissioned papers and responses from time to time. 'Profiles of Educational Assessment Systems World-wide' as described below, outline the assessment policies and practices of a particular country. Invited review essays and symposia are also a regular feature. From time to time the journal publishes special issues and is happy to receive appropriately detailed proposals for potential issues of this kind.

Issues covered by the journal include:

- assessment and its relationship to student learning
- formative assessment
- new approaches to assessment including student self-assessment and 'authentic' assessment, records of achievement and portfolios
- quantitative modelling of assessment processes
- the assessment of core competences and higher order learning outcomes
- summative assessment and examinations
- the assessment of practical and vocational competences
- comparability of assessment and qualifications
- issues in the assessment of teaching quality
- performance indicators
- comparative and historical studies of assessment policy
- cross-cultural studies of achievement
- institutional constraints on assessment
- the sociology of assessment

The section—*Profiles of Educational Assessment Systems World-wide* is intended to provide readers with a 'bird's-eye view' of the purposes, location, content and form of educational assessment in relation to educational systems in specific countries. The profiles are intended to create an awareness of diversity in assessment principles, policy and practice across national contexts, and to provide essential information for researchers on educational assessment in specific country and cross-country contexts. Each profile will contain a select bibliography of materials available in national languages as well as English, where English is not a national language. Authors of profiles should indicate in the bibliography the language of the material cited. The use of figures, charts and tables which summarise system characteristics is encouraged. For further details on the journal, including contents pages, please visit the Taylor & Francis Website at <http://www.tandf.co.uk/journals>

Editorial correspondence should be addressed to The Editorial Office, Graduate School of Education, University of Bristol, Helen Wodehouse Building, 35 Berkeley Square, Bristol BS8 1JA, UK.

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